



# Grade 1

# Social Studies

# Item Specifications

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## Introduction

In 2014, Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. In 2017, groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

In the spring of 2021, Missouri educators came together again to review, update and revise these documents in response to the identification of Priority Standards from within the 2016 MLS.

This item specification document, which includes all Missouri grade level/course expectations, begins with the Tools of Social Science Inquiry, which are now the Priority Standards for Missouri Social Studies. Priority Standards are not new standards, but MLS identified by Missouri educators as foundational for an informed, engaged and contributing citizenry. Priority Standards for Missouri Social Studies are not intended to be taught or assessed in isolation, but rather in tandem with relevant, supporting Missouri content standards. They should be the foundation for instruction and assessment of all the Missouri Learning Standards Social Studies Expectations. [Priority Standards appear in blue through this document.](#)

This revised document serves as underpinning for the state-level assessment development process. However, it should also serve as a resource for local assessment development and may serve as a beginning element in local curriculum development. In particular, the identified details, examples and specific case studies included in the Item Specifications may be useful as local educator teams create, revise and/or enhance their curriculum and materials.

Components of the item specifications include:

**Expectation Unwrapped** breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

**Depth of Knowledge (DOK) Ceiling** indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

**Item Format** indicates the types of test questions used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

**Content Limits/Assessment Boundaries** are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment. While on state-level social studies assessment items students are not penalized for spelling or grammar errors, students should always be encouraged to use appropriate communication conventions. Further, on constructed response or short answer items, students should be reminded to answer the complete question

**Sample stems** are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways. These item stems are a new 2022 addition to the 2017 Item Specifications document.

**Stimulus Materials** defines types of stimulus materials that can be used in the item stems.

# Grade 1 Social Studies Priority Standards

## Knowledge of the Use of Tools and Social Science Inquiry

Grade 1 Social Studies: Priority Standard		1.TS.7.A.a
<b>Theme Strand</b> <b>MLS</b>	<b>Identify, select, analyze, and evaluate resources to create a product of social science inquiry</b> <b>Knowledge of the use of tools and social science inquiry</b> Identify and analyze primary and secondary social studies' sources in classroom discussion with guidance and support from an adult.	
<b><u>Expectation Unwrapped</u></b> The student will identify and analyze primary and secondary social studies sources in classroom discussion with guidance and support from an adult.  A primary source is any piece of information that was created by someone who witnessed an event firsthand (photographs and prints, sound and video recordings, firsthand oral histories, direct quotes, etc.). A secondary source is any piece of information that was created by using primary and/or secondary sources in the process (drawings, historians' perspectives, newspaper articles, textbooks, etc.).		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral presentation, Oral assessment, Observation checklist, Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, being able to recognize the difference between a primary and a secondary source and draw conclusions based from the sources. With adult guidance and support, the students will do the following: <ul style="list-style-type: none"> <li>• Define primary and secondary sources</li> <li>• View different primary and secondary sources</li> <li>• Sort primary versus secondary sources</li> <li>• Analyze the sources by looking for themes and patterns</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• What is a ____ source? Give an example of a ____ source.</li> <li>• Is ____ a primary or secondary source? How do you know?</li> <li>• Given several examples of sources from ____, sort them into the primary and secondary categories.</li> <li>• What might you learn from looking at ____ source?</li> <li>• Looking at these primary and secondary sources, what might you learn about ____?</li> <li>• Looking at these primary and secondary sources, what do you notice about the ____?</li> <li>• Looking at these primary and secondary sources, what do you think is the most interesting part of the ____?</li> <li>• Looking at these primary and secondary sources, what questions do you have about the ____?</li> </ul>
<b><u>Stimulus Materials</u></b> Examples of primary and secondary sources, anchor charts, literature, digital media, cooperative learning techniques, sorting cards		

Grade 1 Social Studies: Priority Standard		1.TS.7.A.b
<b>Theme</b>	<b>Identify, select, analyze, and evaluate resources to create a product of social science inquiry</b>	
<b>Strand</b>	<b>Knowledge of the use of tools and social science inquiry</b>	
<b>MLS</b>	Identify and use artifacts to share information on social studies topics.	
<p align="center"><b><u>Expectation Unwrapped</u></b></p> <p>The student will be able to recognize and use artifacts (something created by humans) to share. This could include the following artifacts:</p> <ul style="list-style-type: none"> <li>• Building structures and materials</li> <li>• Works of art representative of cultures</li> <li>• Fossils</li> <li>• Pottery</li> <li>• Tools</li> <li>• Clothing</li> <li>• Musical instruments</li> </ul>		<p align="center"><b><u>DOK Ceiling – 3</u></b></p> <p align="center"><b><u>Item Format</u></b></p> <p align="center">Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral presentation, Oral assessment, Observation checklist, Informal assessment</p>
<p align="center"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Define artifacts and vocabulary within social studies topics.</li> <li>• Distinguish between artifacts and non-artifacts.</li> <li>• Match artifacts with their social studies topics.</li> <li>• Create a poster/presentation to share information on selected topics and share sample artifacts.</li> </ul>		<p align="center"><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• What is an artifact? Give an example.</li> <li>• What is the difference between an artifact and a non-artifact?</li> <li>• Describe _____. How might this be important to _____.</li> <li>• After looking at _____, what story does it tell?</li> <li>• Looking at artifacts from several different social studies topics, sort them into the correct topics.</li> <li>• What might you learn from looking at _____ artifact(s)?</li> <li>• Looking at these artifacts, what might you learn about _____?</li> <li>• What do you notice about the _____?</li> <li>• What do you think is the most interesting part of the _____?</li> <li>• What questions do you have about the _____?</li> <li>• Why might someone create _____?</li> <li>• How did creating _____ help people?</li> <li>• After looking at _____, what can you learn about _____?</li> </ul>
<p align="center"><b><u>Stimulus Materials</u></b></p> <p>Various artifacts (examples/non-examples), social studies topic bank, materials for presentations, graphic organizers, digital media, literature, text, teacher-created rubrics, sorting cards</p>		

Grade 1 Social Studies: Priority Standard		1.TS.7.B.a
Theme	Use visual tools to communicate information and ideas	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Create visual tools to communicate information.	
<u>Expectation Unwrapped</u> The student will create visual tools to communicate information. This could include the following visual tools: <ul style="list-style-type: none"><li>• Photographs/drawings</li><li>• Digital media/presentations</li><li>• Maps</li><li>• Timelines</li><li>• Diagrams</li><li>• Text</li></ul>		<u>DOK Ceiling – 3</u> <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral presentation, Oral assessment, Observation checklist, Informal assessment
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none"><li>• Discuss the vocabulary of visual tools.</li><li>• Display and discuss visual tools as pertains to current social studies topic.</li><li>• Create a visual tool (ideas listed above) to communicate the information learned during the current social studies topic.</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• How could you communicate information through:<ul style="list-style-type: none"><li>○ Photographs/drawings?</li><li>○ Digital media/presentations?</li><li>○ Maps?</li><li>○ Timelines?</li><li>○ Diagrams?</li><li>○ Text?</li></ul></li><li>• Why are visual tools important?</li><li>• How would you show ____ by using a ____?</li><li>• Which visual tool would be the BEST for you to use to represent ____?</li><li>• Why is ____ the best tool to show ____?</li><li>• [Given information on a social studies topic], what would be the best visual tool to communicate the information?</li><li>• What tool would you create to show ____?</li><li>• Tell us about the tool you created and describe the information it is showing.</li></ul>
<u>Stimulus Materials</u> Visual tools, primary/secondary sources, anchor charts, discussion vocabulary cards, materials to create visual tools, social studies topic bank, teacher-created rubrics, digital media, cooperative learning techniques, graphic organizers		

Grade 1 Social Studies: Priority Standard		1.TS.7.D.a
Theme	Conducting and presenting research with appropriate resources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Share findings about a social studies topic.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will share their learning about a social studies topic learned in class. This could include written or oral presentations.		<u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral presentation, Oral assessment, Observation checklist, Informal assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none"><li>• Classroom discussion of vocabulary pertaining to current social studies topics.</li><li>• Model and guided practice of multiple ways to present or share their learning:<ul style="list-style-type: none"><li>○ Google Docs</li><li>○ Online presentation programs</li><li>○ Photographs/drawings</li><li>○ Posters</li><li>○ Group projects</li><li>○ Writing</li></ul></li></ul>		<ul style="list-style-type: none"><li>• What information can you gather to include in your presentation about ____?</li><li>• What facts would include in your presentation about ____?</li><li>• What visual tools could you include in your presentation?</li><li>• How would you like to present your information about ____?</li><li>• Where will you look for information about ____?</li></ul>
<u>Stimulus Materials</u>		
Texts, digital media, anchor charts, graphic organizers, photographs, examples of social studies presentations mentioned above, technology support and/or anchor charts for students, platforms or websites to support social studies topics, teacher-created rubrics		

Grade 1 Social Studies: Priority Standard		1.TS.7.E.a
Theme Strand MLS	Developing a research plan and identifying resources Knowledge of the use of tools of social science inquiry Ask supporting questions and find answers about social studies’ topics, with assistance.	
<u>Expectation Unwrapped</u> The student will ask supporting questions and find answers about social studies topics, with assistance. This could include the student developing questions to clarify and describe the topics.		<u>DOK Ceiling – 2</u> <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral presentation, Oral assessment, Observation checklist, Informal assessment
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none"><li>Classroom discussion of vocabulary pertaining to current social studies topics.</li><li>Modeling through thinking aloud and answering questions.</li><li>Guided practice/cooperative groups.</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>Using the question matrix, what question would you ask about ____?</li><li>Turn to your partner and ask a question about ____.</li><li>What question could you ask that would help clarify your understanding of ____?</li><li>Use the RACE strategy to answer the question ____.</li><li>What is ____ about?</li><li>How do we know ____?</li><li>What is the most important idea or part of ____?</li><li>What can we learn about ____?</li><li>What details help us know how ____ does ____?</li><li>Where can we find ____?</li><li>What details about ____ are important?</li><li>What events happened first, second, third?</li></ul>
<u>Stimulus Materials</u> Question stems, social studies topics, guided practice materials, cooperative learning techniques, social studies primary/secondary sources, text, Question matrix, RACE strategy anchor chart		

# Grade 1 Social Studies History Content Standards

## Knowledge of the Principles Expressed in Documents Shaping Constitutional Democracy in the United States

Grade 1 Social Studies: Content Standard		1.PC.1.B.a
<b>Theme</b>	Purposes and principles of the Constitution	
<b>Strand</b>	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
<b>MLS</b>	Identify and explain why cities make laws.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 2</u></b>
The student will identify and explain what a law is and why we have them in our city. This could include rules that relate to laws, why we have laws, why they protect us, and how they protect the common good.		<b><u>Item Format</u></b> Drag and drop, Matching, Oral assessment, Individual assessment, Observation checklist, Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, why cities make laws that protect the common good: <ul style="list-style-type: none"> <li>• To keep us safe</li> <li>• To keep order</li> <li>• City management</li> </ul>		<ul style="list-style-type: none"> <li>• What is an example of a law?</li> <li>• Explain why schools and communities have laws.</li> <li>• Look at the below list and circle the examples that are laws.</li> <li>• Describe why laws can be helpful to people.</li> </ul>
<b><u>Stimulus Materials</u></b>		
Guest speakers, literature, text, visual depictions (pictures or videos), role-playing scripts		

Grade 1 Social Studies: Content Standard		1.PC.1.C.a
Theme Strand MLS	Purposes and principles of the Bill of Rights	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Discuss how individual rights are protected.	
<u>Expectation Unwrapped</u> The student will discuss what individual rights (freedoms) are and how they are protected. This could include identifying examples of individual rights and what laws we have to protect our freedom.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Drag and drop, Matching, Oral, Individual assessment, Observation checklist, Informal assessment
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, showing examples of how individual rights are protected by laws and the Bill of Rights: <ul style="list-style-type: none"><li>• Freedom of speech, religion, press</li><li>• Education</li><li>• Slavery</li><li>• Bear arms</li><li>• Privacy</li><li>• Voting</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• Read the below list and circle the examples of individual rights you have.<ul style="list-style-type: none"><li>○ Education</li><li>○ Privacy</li><li>○ voting</li></ul></li><li>• Listen to the following story of Rosa Parks, what individual right should she have had?</li><li>• Can you tell me examples of rights that you have?</li></ul>
<u>Stimulus Materials</u> Literature, text, visual depictions (pictures or videos), anchor charts, graphic organizers (KWL chart)		

Grade 1 Social Studies: Content Standard		1.PC.1.D.a
Theme Strand MLS	Role of citizens and governments in carrying out constitutional principles	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Give examples of being an active and informed citizen in your classroom or community.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
The student will give examples of being an active and informed citizen in the classroom or community. This could include defining active/inactive citizen and informed/uninformed citizen and then comparing and contrasting those citizens.		<u>Item Format</u> Drag and drop, Matching, Oral, Individual assessment, Observation checklist, Informal assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
This could include, but is not limited to, examining the traits of active and informed citizens: <ul style="list-style-type: none"><li>• Gathering information about a current school or community issue</li><li>• Voting for or against the issue</li><li>• Creating or abolishing (to stop or get rid of) laws or rules</li><li>• Other character traits of an active and informed citizen</li></ul>		<ul style="list-style-type: none"><li>• What does it mean to be informed about something?</li><li>• Why is it important for people to be informed of issues in the community?</li><li>• What are ways that citizens can stay informed?<ul style="list-style-type: none"><li>○ Reading the news</li><li>○ Watching the news</li></ul></li></ul>
<u>Stimulus Materials</u>		
Mock voting, literature, text, digital media, anchor charts, graphic organizers (Venn diagram)		

Grade 1 Social Studies: Content Standard		1.PC.1.E.a
Theme	Character traits and civic attitudes of significant individuals	
Strand	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
MLS	Describe the character traits of role models within your community.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will describe the character traits of role models within the community. This could include investigating various role models from the community and identifying their characteristics.		<u>Item Format</u> Drag and drop, Matching, Oral, Individual assessment, Observation checklist, Informal assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, the investigation of role models and their character traits: <ul style="list-style-type: none"><li>• Career Day Guest (police officer, fire fighter, private business owner, hairdresser, pet storeowner, nurse, assistant superintendent, salesperson, baker, coach, realtor, utility worker, etc.)</li><li>• Character traits anchor chart</li><li>• Student presentations on selected role model within the community</li><li>• Positive character traits noted in mentor/read-aloud texts</li></ul>		<ul style="list-style-type: none"><li>• Let’s make a list of role models in our community:<ul style="list-style-type: none"><li>○ police officers</li><li>○ teachers</li><li>○ grand parents</li><li>○ parents</li><li>○ friends</li></ul></li><li>• Look at the below list and circle which of them are positive character traits.<ul style="list-style-type: none"><li>○ Responsible</li><li>○ Friendly</li><li>○ Trustworthy</li><li>○ Reliable</li></ul></li><li>• Draw a picture of someone who is your role model. Label your picture with character traits about your role model.</li></ul>
<u>Stimulus Materials</u>		
Career day unit, anchor charts, text, digital media, community guest speakers		

Grade 1 Social Studies: Content Standard		1.PC.1.F.a
Theme Strand MLS	Knowledge of the symbols of our state and nation	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will recognize and explain the significance of the Statue of Liberty, U.S. Capitol, bald eagle and the Liberty Bell. This could include identifying these symbols and summarizing why they are important to the community and country.		<u>Item Format</u> Drag and drop, Matching, Oral, Individual assessment, Observation checklist, Informal assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, identifying and analyzing the historical significance of the following symbols: <ul style="list-style-type: none"><li>Statue of Liberty gifted from France</li><li>U.S. Capitol as the meeting house for the House and Senate</li><li>Bald eagle representing freedom</li><li>Liberty Bell representing the first reading of the Declaration of Independence</li></ul>		<ul style="list-style-type: none"><li>Look at the following pictures. We are going to read about their history and why they are significant (important).<ul style="list-style-type: none"><li>Statue of liberty</li><li>US Capitol</li><li>Bald Eagle</li><li>Liberty Bell</li></ul></li><li>Look at the below pictures and match the picture with the name of the picture.</li></ul>
<u>Stimulus Materials</u>		
Digital media, primary and secondary sources through pictorial representation, literature, anchor charts, graphic organizers		

Grade 1 Social Studies: Content Standard		1.PC.1.F.b
<b>Theme</b>	Knowledge of the symbols of our state and nation	
<b>Strand</b>	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
<b>MLS</b>	Recognize and explain the significance of symbols of your local community.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
The student will recognize and explain the significance of symbols of the local community. This could include recognizing the environmental signs/print, labeling local symbols within the community, and summarizing the significance of those symbols.		<b><u>Item Format</u></b> Drag and drop, Matching, Oral, Individual assessment, Observation checklist, Informal assessment
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, listing local symbols within your own community and summarizing their significance:		Connecting symbols to places...
<ul style="list-style-type: none"> <li>• Post office</li> <li>• Fire department</li> <li>• Sports/mascots</li> <li>• City hall/county courthouse</li> <li>• Police station/sheriff's office</li> <li>• Schools/mascots</li> <li>• Sporting venues/recreational facilities</li> <li>• Public transportation</li> <li>• Religious organizations</li> <li>• Medical facilities</li> </ul>		<ul style="list-style-type: none"> <li>• Let's look at the following map of a city. There are local symbols from a community. <ul style="list-style-type: none"> <li>○ Post office</li> <li>○ Fire department</li> <li>○ Police station</li> <li>○ Churches</li> <li>○ Sporting venues</li> <li>○ Hospitals</li> <li>○ Schools</li> <li>○ City hall/court houses</li> </ul> </li> <li>• Circle the places on the map that can help people if they are hurt.</li> <li>• What symbol would be the best to show the post office?</li> <li>• Look at this symbol and tell me what it represents?</li> </ul>
<b><u>Stimulus Materials</u></b>		
Field trips, digital media, maps, anchor charts, literature, graphic organizers, environmental signs/print		

# Knowledge of Principles and Processes of Governance Systems

Grade 1 Social Studies: Content Standard		1.GS.2.C.a
Theme	Processes of governmental systems in decision making	
Strand	Knowledge of principles and processes of governance systems	
MLS	Describe how authoritative decisions are made, enforced and interpreted within schools and local communities.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will describe how authoritative decisions (a decision made by a leader or leaders) are made, enforced, and interpreted within schools and local communities.		<u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral assessment, Observation checklist, Informal assessment
This could include distinguishing between the processes of decision making, enforcing, and interpreting (what rules mean in specific cases) authoritative decisions within schools and communities.		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but not be limited to, defining authoritative decisions and distinguishing how they are made, enforced, and interpreted: <ul style="list-style-type: none"><li>• Define the processes of authoritative decision making, enforcement, and interpretation</li><li>• Provide a community model</li><li>• Create a new classroom rule for a problem area at school</li><li>• Explain (interpret) why the rule is needed</li><li>• Formulate an enforcement system</li></ul>		<ul style="list-style-type: none"><li>• What does authoritative decisions mean?</li><li>• Who ____ the decisions...<ul style="list-style-type: none"><li>○ ... for the school?</li><li>○ ... for the classroom?</li><li>○ ... for the community?</li></ul></li><li>• What is the process for ____ decisions for ____?</li><li>• What does it mean to ____ a decision?</li><li>• Why would ____ make the decision to ____?</li><li>• Why would the rule ____ be needed?</li><li>• Describe the system for creating a new classroom rule, and how it would be enforced.</li><li>• Using different situations, how would you sort them into decisions, enforcing or interpreting?</li></ul>
<u>Stimulus Materials</u>		
Anchor charts, teacher models, digital media, graphic organizers, guest speakers that represent the decision makers, enforcement, or interpreters of the rules		

Grade 1 Social Studies: Content Standard		1.GS.2.D.a
Theme	Functions of governmental systems	
Strand	Knowledge of principles and processes of governance systems	
MLS	Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will describe roles and responsibilities of people in government, such as a judge, mayor, police, or city council member, in a community. This could include describing their duties and social expectations within the community.		<u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral assessment, Observation checklist, Informal assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, differentiating the relationship between the following government officials and their roles. (presentation, matching activities, or student-constructed interview questions): <ul style="list-style-type: none"><li>Judge – a person who oversees a courtroom where trials are held and decisions are made</li><li>Mayor – a person who is elected to serve as head of a city’s government.</li><li>Police – a person who enforces the laws while protecting and serving the community.</li><li>City council member – a person who participates in city meetings to discuss current issues.</li></ul>		<ul style="list-style-type: none"><li>Who is the governmental person that ____?</li><li>What would be some of the responsibilities ____ would have with their job?</li><li>Give an example of what ____ would do in our community.</li><li>Based on their role in the community would ____ be a decision maker, enforcer or interpreter of the law?</li><li>How is ____ an example of ____?</li><li>Who might have the responsibility of ____? Explain.</li><li>Why is it important to have ____ role in our community?</li></ul>
<u>Stimulus Materials</u>		
Guest speakers, field trips (virtual), anchor charts, interactive games, literature, primary and secondary sources, digital media, cooperative learning activities		

# Knowledge of Continuity and Change in the History of Missouri and the United States

Grade 1 Social Studies: Content Standard		1.H.3.B.a
Theme	Historical perspective / Thinking / Passage of time	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Compare and contrast our community in the past and the present.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will compare and contrast the community in the past and the present. This may include making observations between past and present community concepts, such as schools, land usage, and communication.		<u>Item Format</u> Technology Enhanced, Short Answer, Multiple Choice
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, formulating conclusions about the differences between communities in the 1800s (Pioneer Era) and current communities. (comparing and contrasting) <ul style="list-style-type: none"><li>• Schools – curriculum differences, physical difference</li><li>• Land Usage – land development differences</li><li>• Communication – technology differences, efficiency of methods</li><li>• Transportation – technology differences, efficiency of methods</li><li>• Clothing</li><li>• Music</li></ul>		<ul style="list-style-type: none"><li>• After listening to the passage about a school in the past and thinking about schools now, how are they built the same? How are they built differently? Why do you think communities changed the way they build schools? Do we learn different things in school than we used to learn? What? Why?</li><li>• How has communication changed over time?</li><li>• After viewing images of different means of transportation: Which means of transportation is most efficient? Why?</li></ul>
<u>Stimulus Materials</u>		
Digital media, primary/secondary sources, anchor charts, interactive activities, graphic organizers (Venn diagram), advanced organizers (past, present, future), photographs		

Grade 1 Social Studies: Content Standard		1.H.3.C.a
Theme Strand MLS	Knowledge of the contributions of significant persons in U.S. history	
	Knowledge of continuity and change in the history of Missouri and the United States	
	Describe the contributions of people typically studied in K-5 programs associated with national holidays.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will describe the contributions of people typically studied in K-5 programs associated with national holidays (Martin Luther King Jr., Thomas Jefferson, Christopher Columbus, etc.). This could include identifying and drawing conclusions about significant contributions they made to society.		<u>Item Format</u> Technology Enhanced, Short Answer, Multiple Choice, Writing Prompt/Oral presentation
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• Match each of the following people to the national holiday that recognizes their contributions to society.</li><li>• How did Martin Luther King Jr.’s actions impact society?</li><li>• Pick one of the following people (Christopher Columbus, George Washington, etc.). How did they change society?</li></ul>
Content may include, but is not limited to, drawing conclusions based on literature or resources related to the above people. (timelines, list of historical movements and impacts on society): <ul style="list-style-type: none"><li>• Martin Luther King Jr. – MLK Day</li><li>• Thomas Jefferson – Independence Day</li><li>• George Washington and Abraham Lincoln – Presidents’ Day</li><li>• Constitution Day – founding fathers and the Constitution</li><li>• Betsy Ross – Flag Day – June 1</li><li>• Christopher Columbus – Columbus Day</li><li>• Veterans – Veterans’ Day</li></ul>		
<u>Stimulus Materials</u> Primary resources (short quotes)/secondary resources, calendars, cooperative learning strategies (jigsaw), literature, digital media (sound/video recordings), anchor charts, graphic organizers (timeline)		

# Knowledge of Economic Concepts and Principles

Grade 1 Social Studies: Content Standard		1.E.4.A.a
Theme Strand MLS	Knowledge of basic economic concepts	
	Knowledge of economic concepts and principles	
	Describe examples of scarcity within your school and community.	
<u>Expectation Unwrapped</u> The student will describe examples of scarcity (the condition in which the people cannot have all of the goods and services they want) within the school and community. This could include defining scarcity and summarizing examples from the school and community.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Multiple Choice, Short Answer
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, drawing conclusions based off a scarcity scenario. Students discuss and hypothesize what will happen under the following scenarios: <ul style="list-style-type: none"><li>• Monetary scarcity (decrease in allowance)</li><li>• Agricultural scarcity (crop shortage)</li><li>• Goods scarcity (school item shortage such as paper)</li><li>• Service scarcity (location and availability of a person who provides services)</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• Which of the following scenarios would cause the price of ____ to go up?<ul style="list-style-type: none"><li>○ Companies are not producing enough ____ to stock stores.</li><li>○ There is so much ____, businesses are trying to sell it to clear room for more items.</li><li>○ Consumers are not interested in ____.</li></ul></li><li>• What is something scarce within our school? Why?</li></ul>
<u>Stimulus Materials</u> Scenario bank, anchor charts, digital media, role-playing, graphic organizer (cause-and-effect charts)		

Grade 1 Social Studies: Content Standard		1.E.4.A.b
Theme	Knowledge of basic economic concepts	
Strand	Knowledge of economic concepts and principles	
MLS	Describe examples of goods and services within your school and community.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
The student will describe examples of goods and services within the school and community.		<u>Item Format</u> Technology Enhanced, Short Answer, Multi-select Response
This could include defining and showing examples of goods (something you can use or consume) and services (something that someone does for you).		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>Look at the picture/commercial/video. What goods do you see? What service is being provided? Where in the community would you find these goods? Where in the community do they provide this service?</li><li>Which of the following are pictures of school goods?</li><li>What service does your teacher/cook/custodian/principal/bus driver provide?</li></ul>
The content may include, but is not limited to, defining and listing goods and services within the school and community by identifying them in print/digital media: <ul style="list-style-type: none"><li>School goods (school supplies, cafeteria supplies, learning/curriculum materials, etc.)</li><li>School services (transportation, food services, teachers, counseling services, etc.)</li><li>Community goods (food, clothing, household supplies, etc.)</li><li>Community services (medical services, governmental services, laborers, etc.)</li></ul>		
<u>Stimulus Materials</u>		
Graphic organizers, digital media, cooperative learning activities, print media, primary/secondary resources, anchor charts, literature		

Grade 1 Social Studies: Content Standard		1.E.4.A.c
Theme Strand MLS	Knowledge of basic economic concepts	
	Knowledge of economic concepts and principles	
	Describe consumers and producers and the relationship to goods and services within your school and community.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will describe consumers (people who buy goods and services) and producers (people who make goods or provide services we need or want). The student will also describe the relationship to goods and services within the school and community. This could include defining consumers and producers and drawing conclusions about the relationships between consumers/producers and goods/services.		<u>Item Format</u> Short Answer, Performance Event
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• What are things you consume? (food, technology, etc.)</li><li>• What could you produce? How could you market your goods?</li><li>• Would our community be an ideal location for a speedboat shop? Why or why not?</li></ul>
The content may include, but is not limited to, supporting ideas with details and examples of consumers and producers and the relationship between goods and services. Classes may construct a simple business plan to demonstrate the relationship between consumers/producers and goods/services: <ul style="list-style-type: none"><li>• Defining vocabulary (including consumer, producer, goods, and services)</li><li>• Consumers may include students, teachers, and citizens of a community</li><li>• Producers may include students, teachers, and citizens of a community</li></ul>		
<u>Stimulus Materials</u>		
Teacher models, graphic organizers, anchor charts, digital media, print media, interactive activities, social stories, mock business plan materials, entrepreneurs from the community		

# Knowledge of Major Elements of Geographical Study and Analysis and their Relationship to Changes in Society and the Environment

Grade 1 Social Studies: Content Standard		1.EG.5.A.a
Theme	Reading and constructing maps	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Identify globes as representations of real places.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
The student will identify globes as representations of real places. Identify a globe as a representation of the planet Earth. This could also include where real places are on a globe (ocean, continent, country, etc.).		<u>Item Format</u> Short Answer using identified vocabulary
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>While pointing at different areas of a globe:<ul style="list-style-type: none"><li>What continent is this?</li><li>How do you know this is an ocean?</li></ul></li></ul>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"><li>Discussion of vocabulary-maps, globes, continents (landforms), oceans, and the United States of America</li><li>Labeling oceans (labeling bodies of water with blue)</li><li>Labeling continents (labeling landforms with green)</li><li>Identifying the United States of America</li></ul>		
<u>Stimulus Materials</u>		
Globes, maps, primary/secondary sources, teacher-created cooperative activities, digital media, graphic organizers, anchor charts		

Grade 1 Social Studies: Content Standard		1.EG.5.A.b
Theme	Reading and constructing maps	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	With assistance, read, construct, and use maps, which have a title and key.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 4</u>
The student will read, construct, and use maps, which have a title and key (with teacher assistance).		<u>Item Format</u> Short Answer, Performance Event
The student will identify symbols and their meanings by reading the map key. They will locate areas on the map, which use these symbols.		
This could include reading various map elements, creating a map (with assistance), being able to navigate using the created map.		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, reading maps with a title and key, constructing a map of the school or neighborhood, and using this map: <ul style="list-style-type: none"><li>• Define title and key (legend)</li><li>• Read various map elements (title, key, etc.)</li><li>• Design a map of the school or neighborhood (with assistance)</li><li>• Navigate the school or community using the created map</li></ul>		<ul style="list-style-type: none"><li>• Design a map of our classroom/school.</li><li>• Using a map created by another student:</li><li>• How do you get from ____ to ____?</li><li>• Did the student accurately construct their map? Why/Why not?</li><li>• What does ____ symbol mean? How do you know?</li></ul>
<u>Stimulus Materials</u>		
Teacher models of maps, primary/secondary sources, digital media, teacher prompting, interactive activities, cooperative learning techniques, teacher-created rubrics, create maps of familiar places		

Grade 1 Social Studies: Content Standard		1.EG.5.A.c
<b>Theme Strand</b>	<b>Reading and constructing maps</b> <b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
<b>MLS</b>	Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo, etc.	
<b><u>Expectation Unwrapped</u></b> The student will describe how maps are created for different purposes, such as a school fire drill, a trip to the zoo, etc.  This could include identifying the type of map (matching map with appropriate location), and identifying and describing the purpose of map.		<b><u>DOK Ceiling – 3</u></b>  <b><u>Item Format</u></b> Technology Enhanced, Multiple Choice, Short Answer
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, stating how maps are created for different purposes: <ul style="list-style-type: none"><li>• Class discussion where teacher displays community maps and a purpose is agreed upon</li><li>• Scenario situations in which students decide which map would work best for their problem</li><li>• Comparing and contrasting different types and purposes of maps</li></ul>		<b><u>Sample Stems</u></b> Utilizing various types of maps: <ul style="list-style-type: none"><li>• What is the purpose of this map?<ul style="list-style-type: none"><li>○ to show you how to get to the zoo</li><li>○ to show you how to exit the building if there is a fire</li><li>○ to show you where things are in the community</li></ul></li><li>• What is this a map of?</li><li>• Which map would you use to determine how to get from your house to school?</li></ul>
<b><u>Stimulus Materials</u></b> Various kid-friendly maps of places (zoo, school, etc.), anchor charts, primary/secondary sources, social stories, scenario bank		

Grade 1 Social Studies: Content Standard		1.EG.5.A.d
Theme Strand	Reading and constructing maps	
	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Use a compass rose to identify cardinal directions on a map.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will use a compass rose to identify cardinal directions (north, south, east, and west) on a map.		<u>Item Format</u> Technology Enhanced, Performance Event, Short Answer
This could include recognizing a compass rose and naming the cardinal directions.		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>Design a map of our school. Include a compass rose, title, and key.</li><li>Label the compass rose with the cardinal directions.</li></ul>
Content may include, but is not limited to, students labeling the cardinal directions on a compass rose: <ul style="list-style-type: none"><li>Students can show their understanding of cardinal directions by following simple directions through an interactive cardinal direction game.</li><li>When given a simple map, students can answer questions using cardinal directions.</li><li>Students can construct their own map including a compass rose and previously learned map skills (title and key).</li><li>Students can develop questions for partners about maps using cardinal directions.</li></ul>		
<u>Stimulus Materials</u>		
Compass rose, interactive games, visual prompts, teacher-created sample maps with compass rose, tools to create student-made maps, primary/secondary resources, digital media		

Grade 1 Social Studies: Content Standard		1.EG.5.B.a
Theme	Understanding the concept of location to make predictions and solve problems	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Locate a place by pointing it out on a map and by describing its relative location.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
The student will locate a place by pointing it out on a map and by describing its relative location (a point or place in relation to another point or place).		<u>Item Format</u> Technology Enhanced, Performance Event, Short Answer
This could include using cardinal directions when locating and describing locations/landmarks based on other locations/landmarks.		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• Design a map of our school.</li><li>• Which direction would you walk to get from the cafeteria to the office?</li><li>• Is our classroom North, South, East, or West of the playground?</li><li>• Is ____’s seat North, South, East, or West of ____’s seat?</li></ul>
Content may include, but is not limited to, the use of local maps to locate and describe its location based on other landmarks/locations: <ul style="list-style-type: none"><li>• Define landmark and relative location.</li><li>• Create a map of their school or neighborhood.</li><li>• Discuss relative locations as a class.</li><li>• Work in small groups or with partners using other various simple maps to discuss relative locations.</li></ul>		
<u>Stimulus Materials</u>		
Compass rose, interactive games, visual prompts, teacher-created sample maps with compass rose, tools to create student-made maps, primary/secondary sources, digital media, cooperative learning techniques, map puzzles		

Grade 1 Social Studies: Content Standard		1.EG.5.C.a
<b>Theme Strand</b>	<b>Understanding the concept of place</b>	
	<b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
<b>MLS</b>	Identify physical characteristics of your community.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
The student will be able to identify physical characteristics within the community. This could include the following features: <ul style="list-style-type: none"><li>• Landforms</li><li>• Water bodies</li><li>• Climate (seasons)</li><li>• Soils</li><li>• Natural vegetation</li><li>• Animal life</li></ul>		<b><u>Item Format</u></b> Technology Enhanced, Performance Event, Short Answer, Written/Oral Response
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, students identifying and labeling physical characteristics within their community: <ul style="list-style-type: none"><li>• Discuss and define the physical characteristics (mentioned above).</li><li>• Use a map of the community to identify physical characteristics that they see.</li><li>• Construct and label maps which will include the above features.</li></ul>		Using Google Maps to show local community: <ul style="list-style-type: none"><li>• Is there much natural vegetation in our community?</li><li>• Where do you think most animals would live in our community? Why?</li><li>• Where is there water in our community?</li><li>• What landforms do you see?</li><li>• Create a photo collage of the physical characteristics of the community.</li></ul>
<b><u>Stimulus Materials</u></b>		
Visual prompts, vocabulary cards, anchor charts, graphic organizers (KWL), tools to create student-made maps, primary/secondary sources, digital media		

Grade 1 Social Studies: Content Standard		1.EG.5.C.b
<b>Theme Strand</b>	<b>Understanding the concept of place</b>	
	<b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
<b>MLS</b>	Describe human characteristics of your community.	
<b><u>Expectation Unwrapped</u></b> The student will describe human characteristics (those features of a place that are the result of human activity) of the community. This could include the following characteristics: <ul style="list-style-type: none"><li>• Population</li><li>• Architecture (types of buildings)</li><li>• Ethnic makeup of community</li><li>• Communication/Languages most commonly found</li><li>• Recreational activities</li><li>• Transportation</li><li>• Economics (common vocations)</li></ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Performance Event, Short Answer
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, students defining and being able to describe human characteristics (listed above): <ul style="list-style-type: none"><li>• Define the above vocabulary.</li><li>• Watch videos and/or read books about communities comparable to their own communities and discuss the human characteristics presented.</li><li>• Compare and contrast the human characteristics of varying communities (urban, rural, or suburban).</li><li>• When given a writing prompt about their community, describe a human characteristic of their community.</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• What is the population of our community?</li><li>• What languages are spoken in our school?</li><li>• Make a collage with examples of key people, goods/services, common transportation, and other characteristics seen in the community.</li></ul>
<b><u>Stimulus Materials</u></b> Anchor charts, literature, city information (possibly from city hall) or information gathered from the Internet about city characteristics, digital media, writing prompts, primary/secondary sources		

# Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions

Grade 1 Social Studies: Content Standard		1.RI.6.A.a
<b>Theme</b>	Cultural characteristics of all people	
<b>Strand</b>	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
<b>MLS</b>	Describe cultural characteristics of your school and community.	
<b><u>Expectation Unwrapped</u></b> The student will describe cultural characteristics (a way of life for a particular group of people) of their school and community. This could include the following characteristics: <ul style="list-style-type: none"><li>• Language</li><li>• Celebrations</li><li>• Customs</li><li>• Holidays</li><li>• Food</li><li>• Dress</li><li>• Traditions</li><li>• Artistic expressions</li></ul>		<b><u>DOK Ceiling – 2</u></b>  <b><u>Item Format</u></b> Writing Prompt, Multiple Choice
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, students defining and being able to describe cultural characteristics (listed above) of their school and community: <ul style="list-style-type: none"><li>• Define the above vocabulary.</li><li>• Watch videos and/or read books about communities comparable to their own communities and discuss the cultural characteristics presented.</li><li>• When given a writing prompt about the community, describe cultural characteristics of their community.</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Let’s list different cultures that we know about and some of their traditions, food, holidays, languages, and celebrations. Create an anchor chart listing these items for each culture.</li><li>• Look at the below picture and talk about what kind of tradition and celebration this community is having.</li><li>• Watch the following video and draw a picture of the type of celebration, food, traditions and language you think the community in this picture share.</li></ul>
<b><u>Stimulus Materials</u></b> Anchor charts, literature, guest speakers/Skype, digital media, primary/secondary sources, writing prompts, audio recordings, visual representations of different cultures		

Grade 1 Social Studies: Content Standard		1.RI.6.B.a
Theme	Methods of resolving conflicts	
Strand	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
MLS	Propose peaceful resolutions of disputes in the classroom and on the playground.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will propose peaceful resolutions (appropriate and calm solutions) of disputes in the classroom and on the playground.		<u>Item Format</u> Writing Prompt, Drag and Drop, Drop Down List, Oral Assessment, Individual Observation Checklist, Informal Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, proposing peaceful resolutions of disputes in the classroom and on the playground: <ul style="list-style-type: none"><li>• Define peaceful resolutions and disputes</li><li>• Define a problem area during a class meeting and propose peaceful resolutions</li><li>• Create class steps for solving problems peacefully (acronym, song, conflict resolution statement)</li><li>• Relate to school and classroom character expectations</li></ul>		<ul style="list-style-type: none"><li>• What is a dispute? Can you give an example of a dispute that you have been a part of in the classroom or the playground?</li><li>• What does peaceful resolution mean? Can you give an example when this happened?</li><li>• Using a mentor text or a classroom situation that has a dispute, stop reading after the conflict was described</li><li>• What was the problem that caused the conflict?</li><li>• What suggestions would you give to characters to help solve the dispute?</li><li>• After finishing the text ask,<ul style="list-style-type: none"><li>○ Do you agree or disagree with how the dispute was solved? Explain.</li><li>○ What suggestions would you give to solve the dispute?</li></ul></li><li>• Describe the steps our classroom needs to resolve disputes<ul style="list-style-type: none"><li>○ in the classroom</li><li>○ in the hallway</li><li>○ on the playground</li><li>○ on the bus</li></ul></li></ul>
<u>Stimulus Materials</u>		
Literature, scenarios, social stories, anchor charts (peaceful vs. non-peaceful resolutions), digital media, reflection/think sheets, sorting cards		

Grade 1 Social Studies: Content Standard		1.RI.6.C.a
Theme Strand MLS	Ideas and beliefs of different cultures	
	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
	Recount stories about locations, people, and cultural events in your community.	
<u>Expectation Unwrapped</u> The student will recount (retell) stories about locations, people, and cultural events in the community.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Matching, Drop Down List, Writing Prompt, Oral Assessment, Observation Checklist, Informal Assessment
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, retelling stories about locations, people, and cultural events in the community: <ul style="list-style-type: none"><li>• Students/cooperative groups will identify a location, person, or event in the community.</li><li>• Students/cooperative groups will inquire about this specific location, person, or event chosen above.<ul style="list-style-type: none"><li>○ Teachers will provide stories from the community (newspaper or current primary/secondary resources)</li></ul></li><li>• Students may interview community/high school members and gather community stories.</li><li>• Students/cooperative groups will share their stories with the class.</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• Retell the story about _____. What details from the story are important to include?</li><li>• In this story, what details tell us more about [the location, people, culture events in] our community?</li><li>• If you wanted to learn more about _____ which story would you choose to read?</li></ul>
<u>Stimulus Materials</u> Current primary/secondary resources, digital media, teacher-made list of locations, people, or events from the community, historical society		

Grade 1 Social Studies: Content Standard		1.RI.6.D.a
Theme	Cultural heritage and preservation	
Strand	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
MLS	Describe how your community commemorates its cultural heritage.	
<u>Expectation Unwrapped</u> The students will describe how their community commemorates (i.e. parades, festivals, memorials, ceremonies, etc.) its cultural heritage. Cultural heritage is an expression of the ways of living developed by a community and passed on from generation to generation. This could include the following: <ul style="list-style-type: none"><li>• Customs</li><li>• Practices</li><li>• Places</li><li>• Objects</li><li>• Artistic expressions</li><li>• Values</li></ul>		<u>DOK Ceiling – 3</u> <u>Item Format</u> Matching, Drop Down List, Writing Prompt, Multiple Choice, Constructed Response, Observation Checklist, Informal Assessment
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none"><li>• Define cultural heritage and ways to commemorate it.</li><li>• Discuss different ways of living developed by the community which have been passed on from generation to generation (community heritage).</li><li>• Conduct community member interviews about cultural heritage and ways to commemorate it.</li><li>• Create a presentation about an aspect of their cultural heritage and how the community commemorates it.</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• What does it mean to commemorate?</li><li>• Describe the cultural heritages in our community.</li><li>• How are different cultures commemorated in our community?</li><li>• How are the cultural heritages passed from one generation to the next?</li><li>• How would you share what you have learned about our community’s cultural heritages and the way we commemorate them to someone new to our community?</li></ul>
<u>Stimulus Materials</u> Primary/secondary sources (newspaper articles, historical documents), interview question bank, community members to interview, presentation materials, teacher-made rubrics		